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ABSTRACT

This publication presents the officially adopted focus statements for Illinois public universities which describe the distinctive strengths and contributions of each institution, their priorities, and their immediate programmatic directions. Focus statements are developed at the State Board of Higher Education level for statewide planning purposes in contrast to mission statements which institutions develop for themselves and which institutions' boards approve. To illustrate the purpose of focus statements, the paper offers examples from Southern Illinois University at Edwardsville which include the institution's Statement of Mission, Master Plan Mission, Focus Statement, and a priorities statement. The paper then lists the common goals and priorities of all Illinois public universities and provides the focus statements of the following institutions: Chicago State University; Eastern Illinois University; Governors State University; Northeastern Illinois University; Western Illinois University; Illinois State University; Northern Illinois University; Sangamon State University; Southern Illinois University at Carbondale; Southern Illinois University at Edwardsville; University of Illinois at Chicago; and University of Illinois at Urbana-Champaign. An appendix contains statements for each institution adopted in 1976 and replaced by the statements presented in this document. (JB)

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ED 370 474

Item #5
January 11, 1994

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FOCUS STATEMENTS FOR ILLINOIS PUBLIC UNIVERSITIES

As the Priorities, Quality, and Productivity (P•Q•P) initiative has progressed, recognition of the distinctive characteristics of each public university has provided the context for state-level recommendations on academic programs, research, and public service. In October 1992, the Illinois Board of Higher Education's committee of the whole considered *The Diversity of Illinois Public Universities.* The report illustrated the diversity of institutional characteristics, characteristics of students served, the focus of academic programs, and patterns of financial support among Illinois public universities. The report also proposed statements that provided a statewide perspective on the strengths and priorities of each public university. During the past year, these focus statements were revised and refined in consultation with the universities.

In September, the staff presented focus statements for consideration by the Board. After discussion, it was decided that the proposed focus statements would be revised to provide consistency in the use of certain terms and to remove from individual statements those elements that are common to all of the universities. The focus statements provided in this item were prepared by staff and distributed to universities and governing board staffs for comment. This report presents focus statements with final revisions and recommends that they be adopted by the Board to replace the 1976 public university mission statements currently published in the *Master Plan for Illinois Higher Education.*

Purposes of Focus Statements

The focus statements presented in this report describe the distinctive strengths and contributions of each public university, the priorities associated with these strengths and contributions, and immediate programmatic directions. These focus statements will provide the basis for determining and implementing priorities, making productivity and quality improvements, implementing new programs, and developing budgets for each university. It is expected that these statements will be updated periodically by the Board of Higher Education in consultation with the universities.

Although focus statements are related to mission statements, they differ in several respects. A mission statement is developed and adopted by an institution and its governing board. It describes the institution's values, long-range goals and aspirations, and commitments and obligations to its students and community. The very process of developing campus mission statements is necessary to clarify and reach consensus on the institution's values, priorities, and aspirations. Shown below is the Southern Illinois University at Edwardsville's Statement of Mission developed by the University and adopted by the Southern Illinois University Board of Trustees. This mission statement, more specific than many such statements, describes the University's fundamental values as well as its priorities.

Southern Illinois University at Edwardsville
Statement of Mission

Dedicated to the traditional academic pursuits of instruction, scholarship, and public service, the University assigns first priority to excellence in undergraduate education. Through general education, the University endeavors to strengthen the intellectual skills of its students and to provide them with a broad understanding of liberal learning. Through the arts and sciences and through professional programs, the University seeks to prepare its students for successful careers and satisfying lives.

HE 027 434

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The University provides graduate educational programs consistent with regional needs and institutional strengths. While such programs emphasize advanced instruction sought by those pursuing professional advancement, the University responds as well to demonstrated needs for graduate study in the arts and sciences.

Consistent with its particular commitment to southwestern Illinois and with its pursuit of academic excellence, the University strives to enhance regional access to the educational opportunities it offers. It recognizes an obligation to provide developmental opportunities for the educationally dispossessed; it pursues a commitment to meet the special needs of nontraditional students; and it makes every effort to maintain for all its students admissions standards, fees, schedules, and calendars which will encourage their access and support their progress.

The University further expresses its commitment to educational excellence by encouraging and supporting scholarly research and creative achievement. Such achievement helps to sustain the quality of instruction, the intellectual vitality of the faculty, and the responsiveness of the institution to regional needs. The University regards scope, quality, and promise as its primary criteria in evaluating scholarship and creativity. Moreover, the University strives to maintain a balance between pure and applied scholarly activity.

In pursuit of its commitment to its region, the University endeavors wherever possible to incorporate the activities and results of its instructional and research efforts into programs and services which enhance area development; to work cooperatively in instruction, scholarship, and public service with all other area educational institutions, including the community colleges and the common schools; and to pursue cooperative opportunities beyond its immediate region when there is promise of benefit to the University and its region.

The Board of Higher Education is committed to improving the quality and cost effectiveness of higher education and has responsibility for the entire state rather than a single sector or institution. Therefore, it is appropriate that the Board recognize the distinctive strengths and contributions of individual universities in making decisions about new programs, program review, and budget recommendations. In 1976, the Board adopted statements for each public university that were intended to provide short-term programmatic directions. These statements are provided in the Appendix to this report. These statements, perhaps inadvisably called "mission" statements, have become obsolete, although they continue to be part of the *Master Plan*. As the following *Master Plan* mission statement for Southern Illinois University at Edwardsville illustrates, the Board intended the statement to serve as a guide for decisions about program development.

Master Plan Mission
Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville should develop instructional, research, and public service programs consonant with its mission as the major educational institution in the urban Metro-East area. Program development should be based on a sensitivity to regional needs and on the prudent use of available resources. The university should be committed to the improvement of the quality of life in the Metro-East area through programs in health care, social services, environmental protection, and continuing education. The School of Dental Medicine in Alton should be responsible for increasing the number of dentists who will practice in the central and southern regions of the state and should not develop additional academic programs.

The revised focus statements presented in this report are recommended to replace the "Public University Missions" in the Board's *Master Plan for Higher Education.* The staff chose the term "focus" statements to distinguish these statements from the "mission" statements that traditionally have been developed by colleges and universities. The focus statements provide clear, short-term directions for each university within the statewide context. Although developed in consultation with the universities, they are intended to provide a statewide perspective on the strengths and priorities of individual institutions. As the following statement for Southern Illinois University at Edwardsville illustrates, a focus statement addresses the distinctive strengths and contributions of a university.

Focus Statement
Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of

Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University at Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;
- emphasizes graduate-level programs that prepare practitioners and profesaionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;
- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area; and
- addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine.

The new focus statements are intended to serve as the foundation for planning in the next few years. Public universities annually submit planning documents with a substantial amount of data and other information using the Resource Allocation and Management Program (RAMP) format. Narrative reports are submitted in RAMP including planning statements, program review reports, undergraduate education review reports, new program requests, and program and institutional budget requests. Working with the staffs of governing boards and university campuses over the last year, the staff has revised RAMP procedures with two objectives in mind: integrating the Priorities, Quality, and Productivity initiative into the ongoing processes of planning, program review and approval, and budget development; and reducing or streamlining reporting requirements.

The revised procedures call for the annual development of "priorities statements" to replace the RAMP "Planning Statements." The following example--adapted by Board of Higher Education staff from Southern Illinois University at Edwardsville 1992 Planning Statements--shows that the priorities statement is derived from the University's focus statement but describes specific, immediate objectives. It is expected that each university will update its priorities statement annually. The schedule for RAMP submissions has been adjusted so that the annually updated priorities statements, along with focus statements, can be used by universities and their governing boards as the basis for internal budget allocations, program review and new program development, and development of budget requests.

EXAMPLE PRIORITIES STATEMENT

To enhance its mission and clarify its focus, the University has established four inter-related priorities to be accomplished within the next four years. Several actions have been identified as necessary to accomplish each priority.

Achieve Excellence in Undergraduate Education

- Implement conversion to a semester calendar in fall 1993 that will result in: the elimination of five program specializations and 683 courses; improvement of articulation with feeder community colleges: reduced costs associated with registration, admission and records, and advising; and more efficient use of physical plant.
- Merge the Schools of Humanities, Sciences, and Social Sciences and the Department of Speech Communication from the School of Fine Arts and Communications into a single College of Arts and Sciences by fall 1994 in order to: provide integrated oversight for the University's general education curriculum, enhance the effectiveness of advising for "undeclared" undergraduate majors, increase coordination of the delivery of developmental programs and services, and reduce administrative costs.
- Complete the review and revision of the general education curriculum.
- Complete the implementation of the Undergraduate Student Assessment Program, adding a campus-wide baccalaureate graduate follow-up survey in fiscal year 1993 and the Senior Paper requirement in 1994.
- Continue the Excellence in Undergraduate Education Fund at $1 million in order to support faculty-developed projects to improve undergraduate education.
- Reallocate funds to implement improvements recommended in the review of the following programs: B.S. in Business Administration, B.S. in Nursing, and the Honors Academy.

- Develop and implement the following programs that capitalize on the university's strength and that respond to specific occupational demands: B.S. in Middle School Teacher Education, B.S. in Computer Engineering.

Increase Access, Retention, and Graduation of Underrepresented Students

- Continue and expand cooperation with area schools to increase access for underrepresented minority and extreme rural students and for women in non-traditional fields through such programs as Project REAL, Project GAIN (nursing), "Improving Math and Science Instruction of Black Junior High Students", and the Minority Engineering Program.
- Continue and expand cooperation with area community colleges to increase transfer among minority students through Project MORE.
- Continue the Student Leadership Development Program.

Improve the Campus' Teaching, Learning, and Working Environment

- Reallocate 2.5 percent of the operating budget each year to enhance employee salaries.
- Continue the Faculty Development Fund at $250,000 annually in order to support seminars, workshops, retreats, and conferences to improve the teaching and scholarly development of faculty.
- Expand the development of Learning Communities among faculty and students by the pairing of different courses so that instructors work together to integrate assignments and students study in small groups and by encouraging the team teaching of interdisciplinary courses.
- Improve access to information technologies by upgrading software and establishing a Campus Area Network that interconnects school/department area networks, the University's central computing system, and state, national, and international networks.
- Develop and implement a plan to upgrade and replace laboratory equipment on a revolving basis.

Preserve and Develop the Campus' Physical Facilities

- Implement the preventive and routine maintenance schedule developed in fiscal year 1992.
- Complete replacement of four obsolete chiller units to improve energy efficiency of the campus' heating and refrigeration plant (by spring 1994).
- Complete construction and occupy the new Art and Design Building (by second semester 1994).
- Complete construction and occupy the new Student Fitness Center.
- Renovate the University Center bookstore and recreation area.
- Continue planning for improved exterior lighting to improve safety, construction of a student residence hall, renovation of the Communications Building to house the music department, and construction of an engineering building, as well as for infrastructure improvements.

In summary, the focus statements being recommended in this item will be central to the processes of planning, program approval, program review, and the development of annual budget priorities. These revised RAMP procedures will become the basis for continuing higher education's initiatives to focus priorities and improve quality and productivity in the years ahead. The recommended focus statements are presented in the next two sections. The first section recognizes that some goals and priorities are common to all universities and the second presents those priorities and contributions that distinguish each public university.

Common Goals and Priorities of Public Universities

Illinois public universities share a common mission to provide high quality academic programs and contribute to the state and its citizens through research and public service. Consistent with the *Master Plan* goals and priorities of the Illinois Board of Higher Education, all universities are committed to the following goals:

- Extending educational opportunities to all who qualify and assisting with the educational development of Illinois citizens of all ages to the limits of their capacities;

- Maintaining a diversity of public and nonpublic institutions in order to provide Illinois citizens with choice among a wide range of educational opportunities to meet various individual and societal needs;

- Providing necessary services to help students learn and achieve personal growth;

- Contributing to public understanding of society's needs and problems and responding to such needs and problems when appropriate; and

- Assuring excellence by increasing the quality and cost effectiveness of all programs and services commensurate with the purposes and educational opportunities of diverse institutions.

Consistent with these goals, all public universities are committed to the following Board of Higher Education policy objectives and priorities:

- Improving teaching and learning and strengthening undergraduate education;

- Assisting with preparation of the workforce for the state's economy;

- Improving minority student achievement;

- Keeping the price of higher education affordable for the individual; and

- Improving the use of all resources available to colleges and universities.

In pursuing these priorities in recent years, public universities have increased efforts to contribute to understanding of societal needs and global perspectives. Special attention has also been directed toward cooperation among institutions in the development of telecommunications and other systems to deliver instruction and other services more effectively.

Focus Statements of Public Universities

Although Illinois public universities share many common goals and objectives and all provide instruction, research, and public service, each has distinctive strengths and makes an important contribution to the state and its citizens. These strengths and contributions help to define immediate programmatic directions and provide the basis for determining and implementing priorities, making productivity and quality improvements, implementing new programs, and developing budgets for each university. The following focus statements provide a state perspective on each university's distinctive role and strengths within the Illinois higher education system.

Chicago State University

Chicago State University is a multipurpose public urban institution of higher education located on the south side of Chicago. It serves a diverse student population which includes individuals from many ethnic and socio-economic groups from the greater Chicago metropolitan area. In addition, Chicago State serves the highest proportion of African-American students of all public universities in the state of Illinois. In addition to pursuing statewide goals and priorities, Chicago State University:

- emphasizes undergraduate instruction in arts and sciences and in such fields as education, business, nursing, and allied health professions;

- provides graduate education at the master's level that builds upon selected undergraduate curriculum strengths;

- promotes access and provides opportunities for populations that have been historically underrepresented in higher education;

- is committed to student success and emphasizes preparing and recruiting students through precollege initiatives, retaining and graduating students, and providing opportunities for career and professional advancement;

- contributes to the economic development and social welfare of the community through research, public service, and outreach programs; and

- encourages and supports scholarly activities and faculty development that enhance learning and instruction.

Eastern Illinois University

Eastern Illinois University is a residential campus in east-central Illinois that serves a predominantly traditional, full-time student body and promotes learning and student achievement. In addition to pursuing statewide goals and priorities, Eastern Illinois University:

- offers a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education, and other professional programs;

- provides undergraduates breadth through the general education program and depth through a wide range of academic majors;

- provides graduate programs at the master's and specialist's level that are directly related to high quality undergraduate programs or to professional development needs in education;

- supports educators and other professionals in eastern Illinois through programs of continuing professional development; and

- carries out research and public service programs that support instructional priorities.

Governors State University

Governors State University provides junior- and senior-level instruction leading to bachelor's degrees and graduate-level instruction leading to master's degrees. Many of the University's students have multiple commitments to family, job, and community. In addition to pursuing statewide goals and priorities, Governors State University:

- makes higher education accessible to groups historically underserved in higher education, as well as to traditional students, and offers courses at convenient times and at convenient off-campus locations and work sites;

- while affirming the value of traditional approaches to teaching, incorporates innovative, instructional techniques utilizing advanced communications and learning technologies and encourages the development, adaptation, and use of alternative learning strategies;

- emphasizes successful program articulation with the community colleges in its region and the provision of baccalaureate-completion and master's level career advancement opportunities in fields with employment potential;

- encourages and supports research and artistic creativity to maintain the professional abilities of the faculty and the vitality of the teacher-student exchange;

- encourages and leads the economic and social development of its region and, in partnership with community colleges, links its teaching, research and service activities to regional needs; and

- provides a global perspective in an interdependent world across its curricula.

Northeastern Illinois University

Northeastern Illinois University offers undergraduate and master's level programs providing access to a metropolitan population diverse in age, culture, language, and race. As a commuter campus located in northwestern Chicago, Northeastern Illinois University's student body includes both traditional college-aged and older students. In addition to pursuing statewide goals and priorities, Northeastern Illinois University:

- offers programs at both the baccalaureate and master's levels in selected arts and sciences disciplines, education, and business that are supported by strong student interest;

- offers selected master's programs that build upon the strengths of the baccalaureate curriculum and are tailored to the continuing professional development needs of the clientele served;

- focuses on preparing teachers for the public schools and training educators for community and private employment that rely on undergraduate programs in elementary and secondary education, in the arts and sciences, and in special education;

- supports a specialized research and public service role that complements the University's instructional mission; and

- tailors its programs to student needs and interests and to strengthening its links with the metropolitan community it serves.

Western Illinois University

Western Illinois University serves students who enter the institution as freshmen or who transfer after completing academic work at community colleges and other institutions. Most undergraduate students are of traditional college age, enroll full time, and live on campus. In addition to pursuing statewide goals and priorities, Western Illinois University:

- supports a comprehensive general education curriculum and emphasizes baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;

- supports selected graduate programs with high demand at the master's level;

- sustains a campus environment in which instructional, research, and service activities recognize and meet the needs of a diverse student body and workforce;

- serves the educational and cultural needs of west-central Illinois and provides off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center; and

- continues to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west-central Illinois.

Illinois State University

Founded in 1857, Illinois State University is the oldest public institution of higher education in Illinois with a tradition of instruction, research and public service in support of business, industry, and government. The University enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multi-cultural undergraduate and graduate student population. In addition to pursuing statewide goals and priorities Illinois State University:

- focuses on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs with its highest priority on the provision of high quality undergraduate teaching and learning;

- maintains and develops liberal arts and professional programs and is distinguished as a leader in the art and science of education at all levels; and

- provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, developing and delivering programs tailored to meet them.

Northern Illinois University

Located in a region that includes the north and western Chicago suburbs and the city of Rockford, Northern Illinois University has become a major resource for this emerging metropolitan area. Once primarily rural and agricultural, the University's service region is increasingly complex and cosmopolitan, experiencing rapid population and economic growth. The University's undergraduate students are primarily traditional college-aged. While many students select a residential baccalaureate experience, others transfer to Northern from community colleges, and an increasing number commute for their entire academic program while maintaining employment and family obligations. At the graduate level, a substantial number of the University's students are working adults who enroll on a part-time basis. In addition to pursuing statewide goals and priorities, Northern Illinois University:

- provides a full range of liberal arts and professional undergraduate programs;

- offers master's, specialist, doctoral, and professional programs both on campus and at selected off-campus sites through the region;

- strives to meet the region's need for articulate and responsible citizens, a well-prepared workforce, and opportunities for continuing professional development;

- serves as a regional resource for new knowledge, cultural enrichment, and solutions to contemporary problems; and

- responds to the changing needs of its region through appropriate instructional, research, and public service initiatives and cooperative interaction with other colleges and universities, business, industry, government, and human service agencies.

Sangamon State University

Sangamon State University has a broad role in serving the central Illinois region. A junior-senior and graduate-level university that also serves lower-level students through cooperation with two-year colleges, it offers programs to meet the needs of transfer and adult students as well as residential, traditional-aged students. Located in the state's capital, Sangamon State University has a special mission in public affairs. In addition to pursuing statewide goals and priorities, Sangamon State University:

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;

- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;

- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and

- organizes instructional, public service, and research programs that are within the programmatic priorities of the University.

Southern Illinois University at Carbondale

Southern Illinois University at Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University at Carbondale:

- strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;

- supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;

- develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;

- cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment;

- strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and

- cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University at Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;

- emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;

- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area; and

- addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine.

University of Illinois at Chicago

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago offers instruction at the baccalaureate, master's, first-professional, and doctoral levels. The University conducts research and public service in a variety of fields and ranks among the top universities nationally in attracting external support for these activities. A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part time, and has transferred from other institutions. In addition to pursuing statewide goals and priorities, the University of Illinois at Chicago:

- strengthens the economic and social vitality of the Chicago metropolitan area through its urban land-grant mission that emphasizes business and industrial development, health care, school improvement, and enhanced opportunities for minority groups;

- offers instruction, research, and public service in traditional fields such as engineering and the arts and sciences complemented and enhanced by a focus on health and medical sciences and services;

- provides off-campus programs in community college districts in the Chicago metropolitan area; and

- has a statewide mission to provide off-campus programs in the health sciences and in selected other areas not generally available through other colleges and universities in the state.

University of Illinois at Urbana-Champaign

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and conducts basic and applied research in a broad array of fields. Many of the campus' academic programs have achieved national repute for both instruction and research. The vast majority of both undergraduate and graduate students attending the University of Illinois at Urbana-Champaign campus is of traditional age, enroll full time, and live on or adjoining the campus. In addition to pursuing statewide goals and priorities, the University of Illinois at Urbana-Champaign:

- carries out its traditional land-grant mission by focusing on instruction, research, and public service in agriculture and engineering, along with comprehensive programs in the arts and sciences and other fields;

- offers professional education in law, veterinary medicine, business, and architecture; and

- provides off-campus instruction and public service on a statewide basis in agriculture and engineering and in fields not generally available at other universities.

Conclusions and Recommendations

Each of Illinois' public universities has distinctive strengths and characteristics. Recognition of this distinctiveness provides a necessary context for the Board's master planning as well as budget development, program review, and program approval responsibilities. This item presents for each university a focus statement that describes its distinctive characteristics and strengths. Focus statements, along with priorities statements developed annually by each university, will serve as the foundation of the on-going planning, program review, and program approval process. RAMP guidelines have been revised to incorporate focus statements and to integrate P•Q•P into these ongoing processes.

The focus statements presented above are based on the committee of the whole report, *The Diversity of Illinois Public Universities* (October 1992). The new focus statements were developed by Board of Higher Education staff and revised in consultation with universities. The staff recommends the adoption of these revised focus statements to replace the mission statements in the *Master Plan for Illinois Higher Education.*

The Illinois Board of Higher Education hereby adopts the focus statements for public universities contained in this report to recognize the distinctive strengths and contributions of each university and to provide direction for program review actions, productivity and quality improvements, new program development, and budget development.

APPENDIX

A Differentiated System[1]

The Illinois Board of Higher Education emphasizes a differentiated system within which institutions, while preserving a similarity of programs, have special directions and scope to their programmatic offerings. The Board does not approve new programs designed solely to increase the "comprehensiveness" of institutions.

Public University Missions

1. Chicago State University offers programs leading to bachelor's and master's degrees. At the undergraduate level, the university should diversify and expand its program offerings, including the offering of limited instruction through extended-day and weekend classes. The university should develop undergraduate programs that address urban needs, particularly in social services. Master's degree programs should be built upon approved undergraduate programs and, where feasible, should be developed in cooperation with other area institutions.

2. Eastern Illinois University offers programs leading to the bachelor's, master's, and specialist's degrees. The university should continue to improve and expand its current programs and develop selected new programs to meet student and societal needs, especially baccalaureate degree programs in occupational areas. Additional off-campus and public service programs should be designed to meet the needs and demand of the university's geographic region.

3. Governors State University is an experimenting commuter institution offering upper-division baccalaureate and master's degree programs in selected liberal arts and sciences and in professional, career-oriented, and interdisciplinary areas. The university should refine innovative alternative approaches to instruction, emphasize experiential education and community service, and explore cooperative systems in the region to serve the educational needs of the metropolitan area, especially the needs of low and middle income and minority students.

4. Northeastern Illinois University offers bachelor's and master's degree programs. The university is encouraged to develop strong links with the community and to build educational programs upon these resources. The university should develop undergraduate outreach programs for adults who wish to continue their studies and should modify its existing programs to meet the special educational needs of its constituent groups. Master's degree programs should build upon undergraduate programs and, where feasible, should be developed in cooperation with other area institutions.

5. Western Illinois University offers a wide range of programs through the master's degree and a limited number of sixth-year programs. The university should continue to emphasize programs which serve both undergraduate and graduate students, with new programs developed from the maturation of components within existing programs. At the graduate level, the university should offer degree programs based upon the institution's undergraduate programs and in those areas where unmet needs exist and existing faculty and facilities are sufficient to justify the program.

6. Illinois State University should continue its major focus as an undergraduate and master's degree institution, with selected doctoral programs and with strong emphasis on the discovery and transmission of knowledge. The university should continue to distinguish itself as a state and national

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[1]Illinois Board of Higher Education, 1976. *A Master Plan for Postsecondary Education in Illinois.*

leader in the art, science, and content of education at all levels. In keeping with this mission, the university should maintain its strong liberal arts and professional programs in order to develop a national reputation as a center for excellence. At the master's degree level, the university may develop a limited number of new programs based on its undergraduate offerings.

7. Northern Illinois University is uniquely responsible for providing high quality undergraduate, graduate, professional, public service, and research programs in the region extending from suburban Chicago to Rock Island. Programs in the technologies and professional areas should only grow out of a demonstrated demand within the region and from those currently offered and should use technical facilities available in regional community colleges. The university should continue its off-campus efforts directed toward practicing professionals and conferred degree recipients seeking in-service training.

8. Sangamon State University offers upper-division baccalaureate and master's degree programs in selected disciplines and has a special mission in public affairs. The university should continue to provide educational opportunities, applied research, and public service for state and local governments and the Springfield area. As an upper-division capstone institution, the university has a special obligation to develop closely articulated programs with community colleges and should continue its commitment to transfer programs. New programs in the health professions should be developed in association with the Southern Illinois University School of Medicine.

9. Southern Illinois University offers undergraduate, graduate and professional programs with main campuses of the University at Carbondale and Edwardsville.

Southern Illinois University at Carbondale offers a balanced series of instructional programs leading to degrees at the baccalaureate, master's, doctoral, and professional levels and a limited number of associate degree programs. Quality academic programs at all levels require that the faculty continue to pursue rigorously research and other creative activities. Public service programs should be expanded in those areas in which faculty and staff expertise can address regional problems. The university should continue to extend its off-campus offerings to meet the needs of adults for upper-division undergraduate and graduate education and to provide continuing and graduate education to practicing professionals. The School of Medicine in Springfield should provide programs to increase medical manpower and improve the health care capability of central and southern Illinois. The School of Medicine should not plan to develop any academic degree programs, other than those based on the advanced study of medical treatment, and should continue to develop close relationships with appropriate academic programs at Southern Illinois University at Carbondale and new programs in the health professions with Sangamon State University.

Southern Illinois University at Edwardsville should develop instructional, research, and public service programs consonant with its mission as the major educational institution in the urban Metro-East area. Program development should be based on a sensitivity to regional needs and on the prudent use of available resources. The university should be committed to the improvement of the quality of life in the Metro-East area through programs in health care, social services, environmental protection, and continuing education. The School of Dental Medicine in Alton should be responsible for increasing the number of dentists who will practice in the central and southern regions of the state and should not develop additional academic degree programs.

10. The University of Illinois is both the land-grant university and the principal public university for graduate and professional education in the state with campuses in Chicago and Urbana-Champaign.

The Urbana-Champaign campus, which offers a broad variety of programs at all degree levels, should expand the opportunities it provides for faculty members and students from other university campuses and from other institutions to use its research and other resources. The campus should not

increase its overall enrollment, but should increase the number of junior year transfers within a stable or declining undergraduate enrollment. The campus should ensure that its programs supplement or extend programs offered in other institutions so that these programs, particularly at the undergraduate level, are not unnecessary duplications of programs offered by other Illinois institutions.

The Chicago campus offers a broad range of programs through the doctoral level, with major strengths in master's degree programs, and houses the Medical School. The campus should extend its hours of operation to include limited evening and weekend offerings and should consolidate and strengthen its current programs. Attention should be given to ways in which the campus' programs can enhance the special mission of the university, rather than to duplicate programs offered by other institutions. The campus should capitalize on special opportunities to serve the Chicago metropolitan area and to use the resources of the metropolitan area in programs of teaching, research, and public service. The Medical School should strengthen its regional programs in Peoria, Rockford, and Urbana-Champaign and evaluate its efforts in meeting the health care needs of these regions. Through operation of the university hospital, the Medical School is responsible for providing quality health care to the community surrounding the campus. The faculty and research base at the Medical School should be broadened by initiating a closer relationship with the Urbana-Champaign campus. If additional doctoral programs in basic sciences are to be developed, they should be joint programs with the Urbana-Champaign campus, and existing doctoral programs should be combined into a smaller number of stronger programs.